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ABSTRACT

In the teaching of reading, diverse methods are available to encourage student learning. These methods include: testing and measuring; subject matter approaches; student decision-making and the affective dimension; and problem solving procedures. With testing and measuring methods, measurably stated objectives are predetermined for student achievement in reading. After instruction, the reading teacher measures whether students have been successful in goal attainment. In the subject matter approach, the teacher is concerned about the amount and quality of facts, concepts, and generalizations acquired by students. In the student-decision making and affective dimension perspective, students must make responsible decisions in selecting sequential reading material. Quality attitudes are inherent as students choose books based on personal interests. Finally, problem solving procedures emphasize reading as a means to solve vital personal and societal problems. Of these approaches, problem solving methods should be given major attention in the teaching of reading. (MM)

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PERSPECTIVES IN TEACHING READING

Marlow Ediger

Diverse school of thought may be emphasized in teaching reading. Each follows a pattern. Teachers, supervisors, and principals need to study and analyze each approach. Methods of teaching reading utilized must assist in guiding each student to attain more optimally. Individual differences among students need adequate provision in reading instruction. Slow, average, and fast achievers have diverse learning styles. Each student needs to attain optimally in reading.

Testing and Measuring Methods

Rather heavy utilization of tests to measure student progress in reading is very much in vogue. State mandated tests which harmonize with their measurably stated objectives are commonly used. Instructional management systems (IMS) also emphasize using measurably stated objectives for students to attain in reading. The reading teacher may also write and implement the utilization of the precise ends in teaching.

Measurably stated objectives are precise. After instruction, the teacher measures if a student has or has not attained each sequential objective. The tests used to measure student progress harmonize with the precise objectives. Thus, the tests used to measure student progress attempt to be valid. Testing and measuring approaches in teaching indicate if precise ends have or have not been attained.

The reading teacher teaches toward having students attain objectives. The learning activities are important to the point where-

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by students individually achieve the measurably stated objectives.

A highly structured reading curriculum results when the precise ends have been written prior to instruction for learners to attain. A logical curriculum is then in evidence. Reading teachers and specialists have ordered the objectives for students to achieve sequentially. Students are to master the basics in reading, be it word recognition techniques or comprehension skills.

To encourage student achievement in goal attainment, primary or secondary reinforcers may be utilized. Primary reinforcers represent actual prizes announced to students emphasizing a definite achievement level prior to instruction. Secondary reinforcers represent tokens given to students for attaining a specific set of objectives. The tokens are exchanged by students for prizes at a more opportune time, other than during instruction time. Time on task in reading is of utmost importa .

Three domains of measurably stated ends should be emphasized. These are

1. the cognitive domain in which intellectual knowledge and skills are stressed.

2. the affective domain. Here quality feelings, values, and attitudes are to be attained by students.

3. the psychomotor domain. The learner is to achieve eye-hand coordination and neuro-muscular skills within lesson and unit presentation.

Each of the above three domains needs to have measurable objectives predetermined for students to attain.

Subject Matter Methods in Teaching Reading

A reading teacher emphasizing students acquire relevant subject matter may be the major goal of instruction. Vital facts, concepts, and generalizations are selected by the teacher for student acquisition. Mental development of students is important. Emphasizing diverse levels of cognition becomes salient in students achieving salient subject matter goals. Skills receiving specific emphasis are for students to read

1. critically and creatively.
2. content with application purposes.
3. subject matter to secure main ideas.
4. directions accurately.

Higher levels of cognition are stressed in the above three named skills objectives. Intellectual development of the learner is highly significant in a subject centered reading curriculum. The finite being must move in the direction of being increasingly infinite.

To teach subject matter, the reading teacher may emphasize a deductive method of teaching. Students are receivers then of vital facts, concepts, and generalizations. Reception learning is in evidence. To appraise student progress in reading, discussions are utilized as well teacher written tests. Standardized tests may also be

in the offing. Students will need to reveal basic word recognition skills periodically through oral reading.

A logical reading curriculum is in evidence in subject centered approaches since the teacher largely selects objectives, learning opportunities, and appraisal procedures.

Student Decision- making and the Affective Domain

To emphasize affective domain objectives, the student needs to select in sequence, from among others, library books to read in the reading curriculum. A psychological curriculum is in evidence when a student chooses sequentially which books to read. Library books selected are chosen on the basis of being personally interesting, meaningful, and purposeful. An ample number of library books are available so that the reader may truly select and make decisions as to which books to read. Enjoying and liking reading stresses the attainment of affective goals by students.

Library books available to students should be on a variety of topics. Books of personal interest to the student are then available. Diverse levels of reading complexity are also necessary. Thus slow, average, and fast achievers select books on their individual unique reading levels.

The involved reader selects the method to be utilized in appraising progress after the completion of reading a library book. Discussion with the teacher covering contents of a book read may be selected as an appraisal procedure. Other procedures involve drawing one or more

illustrations, pantomiming, creative dramatics, and formal dramatizations, covering content of the library book read. The teacher may have the reader read orally a selection from the library book to notice word recognition proficiency.

Students need to learn the art of decision making in selecting sequential books to read. At the same time, choices are made based on personal interests, purposes, and needs, in the affection dimension. Library books replace, in whole or part, basal readers in the curriculum.

Problem Solving Methods in Reading

A variety of reading materials may be utilized in a problem solving curriculum. The role of the reading teacher is to stimulate students to identify problems within the framework of a stimulating environment. After a problem has been clearly identified, related information is gathered to solve the identified problem. Library books, basal reading textbooks, encyclopedias, pamphlets, brochures, among other reading materials, are used to gather data. Audio-visual material, including software packages, may also be utilized in data gathering.

Based on the data, a hypothesis is developed in answer to the problem. The hypothesis needs to be specific so that it can be tested. The hypothesis is tentative and not an absolute. With further reading experiences, as well as audio-visual activities, the student with teacher guidance tests the hypothesis.

The hypothesis, as a result of testing, may be accepted as is, refuted, or modified.

Problem solving skills are usable in all curriculum areas, as well as in the societal arena.

Curiosity of the learner is salient when he/she selects a library book to read. With curiosity, interest accrues. Interest in a particular topic may well spur students on to a greater desire to read. Reading may be done to secure data to answer a question or problem. Reading is not an end in and of itself, but a means to an end. The end in reading is to secure information to solve problems.

Gestalt psychology is involved when a student within a stimulating learning environment selects sequential reading materials for problem solving purposes. Content in reading may well be integrated form diverse academic disciplines. The related content is data to be utilized in the solving of problems. Higher levels of cognition-analyzing, synthesizing, and evaluation are necessary to appraise and utilize information as possible solutions to problems.

In Summary

In the teaching of reading, diverse methods are available to encourage student learning. These methods include

1. testing and measuring methods. Measurably stated objectives are predetermined for students to achieve in reading. After instruction, the reading teacher measures if students have been successful in goal attainment.

2. subject matter approaches. Here, the reading teacher is concerned about the amount and quality of facts, concepts, and generalizations acquired by students.
3. student decision- making and the affective dimension. Students need to make responsible decisions in sequential library books to read. Quality attitudes are inherent as students choose books based on personal interests.
4. problem solving procedures. The ultimate goal of reading instruction is for pupils to read to solve vital personal and societal problems.

The writer recommends that problem solving methods be given major attention in the teaching of reading. Measurably stated objectives for learners should reflect ability to solve problems. Subject matter gleaned should not be an end in and of itself, but rather it is instrumental to the solving of problems. Decision-- making methods may well emphasize students selecting and reading individual library books for the solving of problems.

To read effectively, students need adequate assistance in word recognition techniques and comprehension skills. These techniques and skills need to be useful and utilitarian in problem solving.

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